

# Four Conditions Necessary for Culturally Responsive Teaching

## 1. Establish Inclusion

### *Norms*

- Emphasize the human purpose of what is being learned and its relationship to the students' experience
- Share the ownership of knowing with all students
- Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change
- Treat all students equitably. Invite them to point out behaviors or practices that discriminate

*Procedures:* Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing

*Structures:* Ground rules; learning communities; and cooperative base groups.

## 2. Develop Positive Attitude

### *Norms*

- Relate teaching and learning activities to students' experience or previous knowledge
- Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths

*Procedures:* Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory; pedagogical flexibility based on style, and experiential learning

*Structure:* Culturally responsive teacher/student/parent conferences

## 3. Enhance Meaning

### *Norms*

- Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner
- Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue

*Procedures:* Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods

*Structures:* Projects and the problem-posing model

## 4. Engender Competence

### *Norms*

- Connect the assessment process to the students' world, frames of reference, and values
- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time
- Encourage self-assessment

*Procedures:* Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment

*Structures:* Narrative evaluations; credit/no credit systems; and contracts for grades